DOCUMENT RESUME

ED 179 969 CS 205 318

AUTHOR	Smelstor, Marjorie, Ed.
TITLE	A Guide to the Relationship between Reading and Writing.
INSTITUTION	Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.
PUB DATE	79
NOTE	51p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Booklists: *Composition (Literary); Elementary Secondary Education; *Language Arts; *Lesson Plans; *Reading Instruction; *Reading Skills; Resource Guides; Resource Materials; Teaching Guides; Teaching Techniques; *Writing Skills
IDENTIFIERS	Wisconsin Writing Project

ABSTRACT

One of a series of teaching guides produced by the Wisconsin Writing Project, this booklet focuses on suggestions for teaching reading and writing in elementary, middle, and high school language arts classrooms. The first section offers 16 reading/writing activities, a list of topics for language experience stories, and an annotated list of wordless picture books to use at the elementary level. The second section offers 12 lesson plans to use in teaching reading skills (critical reading, vocabulary growth, paraphrasing, and summarizing) and literature appreciation (persuasion, foreshadowing, expository writing, and creative writing) in the middle school language arts classroom. The third section offers to high school English teachers a list of nine teaching objectives and five lesson plans (on biographies/autobiographies, drama, novels, articles/essays, and poetry) presented in chart form. A lesson on simple bookmaking is also included. (AEA)

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A GUIDE TO THE RELATIONSHIP BETWEEN READING AND WRITING

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WISCONSIN WRITING PROJECT 1979

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Table of Contents

I. Introduction 1

II. Elementary School: Overview, Activities and Bibliography. 5

III. Middle School: Overview, Activities and Bibliography. 21

IV. High School: Overview, Activities and Bibliography 37

Introduction

Robert C. Pooley has best expressed the relationship between reading and writing..."So far as possible, artificial barriers between the 2 types of activities (reading and writing) should be removed, allowing the child to advance and mature in the conviction that what is written is meant to be read and what is read becomes the substance or point of departure for writing."

Teaching Reading in the Middle School, Smith and Barrett, Addison-Wessley. Inc., Reading, Mass., 1976. p. 142

Traditionally, the Language Arts have been categorized into four separate learning areas--reading, writing, speaking, and listening. It is our contention that all four disciplines should be dealt with as an integrated program rather than as four separate subject areas. This guide considers specifically the integration and interrelationship of reading and writing.

One justification for combining reading and writing is that they share common goals--to inform, to entertain, and to persuade--and they are always intended for specific audiences. By continually emphasizing the purpose and audience of each piece of reading and writing, we are helping our students become aware of the entire communication triangle.

Reading plays an important role in each step of the writing process--pre-writing, writing, and editing. At the pre-writing stage, reading can be used as motivation, source of ideas, and a model for student compositions. During the writing stage, students can synthesize and analyze what they have read as they write their compositions. Janet Emig, in an article on "Writing as a Mode of Learning" (College Composition and Communication, May 1977), states that what a person reads is immediately reinforced most effectively through writing about it. Reading at the editing stage takes the form of rereading the student's own composition. Here the student examines his or her own writing as a form of literature, information, or persuasion. The reading task is to determine whether the writing meets its purpose and

is focused for the selected audience. We can then say that the writing process is strengthened and enhanced through reading.

It is important to note that especially at the primary and intermediate grade levels the student's writing is an excellent device for the teaching of reading skills. Students compose their own stories which the teacher copies down or which the students copy from the teacher's model. The teacher then uses the students' original writing to teach the children about reading. The children have discovered their language through reading their own writing.

It should be stated that we do not believe that the teaching of reading and writing are the exclusive domain of the English teacher. We believe that teachers in all subject areas have a responsibility to teach these skills as they apply to their subjects. We hope we have included activities that apply to or can be adapted to all the subject areas.

"Love for reading is not taught, it is created;
not required, but inspired; not demanded, but
exemplified; not exacted, but quickened;
not solicited, but activated."

R.C. Stauffer

Elementary School: Overview, Activities, and Bibliography

Reading is a communication process, as writing, listening and speaking are. We feel that, because of their nature, these elements should be integrated. This can best be accomplished at the elementary level through the language-experience approach. R. Van Allen, who has written extensively on this approach, describes six points which bring the teaching of reading, writing, speaking and listening together in an integrated manner:

1. I can think about what I have imagined and experienced.
2. I can talk about what I think about.
3. What I can talk about I can recall through speaking or reading.
4. Anything I record I can recall through speaking or reading.
5. I can read what I can write by myself and what other people write for me to read.
6. As I read I must add to what an author has written if I am to get full meaning and inherent pleasure from print.

Ideally, Van Allen seeks to incorporate these ideas into the classroom through an arrangement of Learning Centers as follows:

Arts and Crafts Center
Cooking Center
Discovery Center
Dramatization Center
Game Center
Language Study Center
Reading/Research Center
Viewing/Listening Center
Writing/Publishing Center

Russel G. Stauffer, who has also written extensively about the language-experience approach, focuses on language as a means of communication in which the transfer from oral language usage to written

language is made functionally. Stauffer emphasizes a group-dictated experience story as a good way to get an idea of individual ability and readiness.

Questions which Jeannette Veatch, another acclaimed researcher in the area of language-experience, uses in following up an experience story include:

1) Who can find a word that begins like their name?
2) Whose idea was this line? This line? This line?
   Then: "Can you read your own line?"
   "Can you read someone else's line?"
3) Who can find some words that are exactly alike?
4) Who can think of a word that rhymes with one in the story?
5) Who can read the WHOLE chart?
6) Go to some place where you like to write. Think of a story all of your own. If you get stuck, look and see if the word you want is up on this story chart.
7) Copy all the words you like best.

Phonics skills are incorporated into the language-experience program, but are not separated from the meaningful context. Children, with their vast differences in maturity and ability, are able to pick up the concepts they are ready for.

"I hear and I forget,
I see and I remember,
I do and I understand."

Old Chinese Proverb

1. Book-Writing and Book-Making

Throughout the year both individual and group book writing is encouraged. These stories can result from an experience, can be patterned after a model book, or can be made with a specific audience in mind. A list of possible topics or experiments which can be a spring-board for writing books is included on page of this guide.

Using books as a model can encourage creative thinking and teach skills. "The Important Book" by Margaret Wise Brown could be used, having the children use her format and finish the phrase "The important thing about a ..... is that it's ....." Certain books could be chosen to emphasize a needed skill. Quotation marks will become more evident when "I Can't Said the Ant" by Polly Cameron is read, and rewritten. "If I Were A Cricket..." by Kazue Mizumura, could be used as a model for using <u>were</u> rather than incorrectly using <u>was</u>.

Making books for use by a specific audience can be very exciting for the children. One audience could be patients waiting at a dentist's office. This book could talk about proper dental care. A book about pet care could be made for the local veterinary hospital. Good health care could be the topic of a book for a doctor's waiting room. Ideas on how to bind these books can be found on page of this guide.

2. Wordless Books

Children use their imagination to develop a story that goes with the pictures. In doing this they are gaining sequencing skills as well as developing vocabulary. Individual stories from the same book will bring different results. Group stories can also be written. Before beginning the story children should have the chance to look through the book carefully and discuss it.

We have included a list of wordless books from the Cooperative Children's Book Center in the UW-Madison.

3. Slides

Take slides of the children's school day. Have the children make a dialog to go along with them for use at parent's night. (A child's view of the school day.)

4. Puppets

Have the children write a script for puppets. Act out the story using this script.

5. Write memos to the principal or other classes.

6. Write television commercials.

7. Write invitations to class functions.

8. Write a menu.

9. Write directions on how to make a peanut butter sandwich, and then make one.

10. Have mailboxes for each child. These could be used for notes and messages to each other, and to and from the teacher. Mailbox ideas: Manilla envelopes, milk cartons, coffee can tree (Nail coffee cans to a vertical 4x4).

11. At the beginning level - preschool and kindergarten, choose a book which the child has heard many times and have him/her dictate the story as he/she remembers/experiences it.

12. Take several versions/rewritings of a story (e.g. The Three Pigs, Sleeping Beauty, Snow White and the Seven Dwarfs). Compare and contast the versions. Discuss how the characters differ in each story. Perhaps have the children make up their own version.

13. Use a recipe to cook something together as a class. This shows the importance of written language.

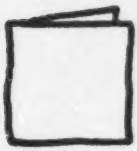
14. Use a story which has been made into a song (or vice versa), such as "Go Tell Aunt Rhode." The story could be read, then the song learned. This shows another use of written language--that it can be put to music. Children may want to make songs out of favorite stories, or write stories from favorite songs.

15. Use comics and have the children insert different dialogue.

16. Write letters to book characters.

MAKING BOOKLETS WITH DRY MOUNT

A

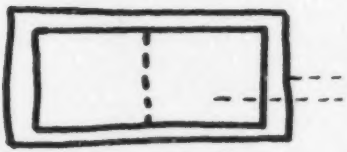


1. Fold paper in half for pages. Diagram A.

B

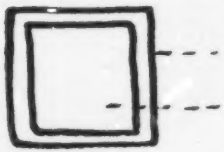
2. Sew along dotted lines with needle and thread (some teachers are mass-producing all sizes and shapes using their sewing machines to sew paper.) Diagram B.

C



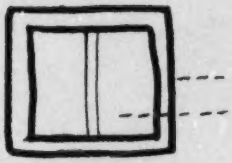
3. Cut cloth or wallpaper one inch larger than book pages (lay open and flat to measure).

D



4. Cut two pieces of cardboard (shirt cardboard works well) a little larger than pages. Diagram D.

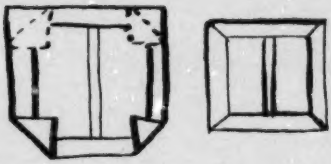
E



5. A piece of drymount is cut to fit between the cardboard and the cloth. Diagram E.

6. Lay cloth flat, place drymount on top, then cardboard pieces. Leave space between cardboard pieces to allow book to open and shut. Diagram E.

F



7. With iron, press a few places to hold cardboard in place.

8. Fold corners in; then fold top down and iron, then fold bottom up and iron. Diagram F.

G

9. Cut second piece of drymount the same size as open pages. Lay drymount on open cover; lay open pages on drymount; press first page then last page to the cover. Diagram G.

CAUTION: NEVER PLACE IRON ON DRYMOUNT OR IT WILL STICK TIGHT.

Note: If dry mount is unavailable, use glue instead. (Ironing is not necessary when glue is used.)

Topics For Language Experience Stories

animals
pets
fish
toys
Mother
Father
sisters
brothers
home
breakfast
dinner at home
barber
beautician
dentist
doctor
illness
school nurse
school secretary
school custodian
cars
airplanes
airport
trains
physical education teacher
school cafeteria
school cook
trees
insects
weekend
classroom art corner
classroom listening post
classroom building corner
Washington's birthday
Easter
Memorial Day
May Day
rivers
oceans
mountains
caves
ice cream stand
drug store
grocery store
shoe repair man
police

television
favorite food
picnics
swimming
public playground
neighbors
friends
church
synagogue
uncles
aunts
cousins
grandparents
best friend
trips
museum
post office
dictionary
encyclopedia
favorite stories
fairy tales
folk tales
games adults play
games children play
city buses
school bus
bus driver
leaves
Father's job
Mother's job
family car
family camper
garden
flowers
lawn mowing
snow shoveling
Yom Kippur
Flag Day
Veterans Day
Election Day
first air flight
Thanksgiving
The President
winter
Christmas

parades
school building
school playground
school room
teacher
desk
library
picture books
favorite books
principal
principal's office
snowman
snow balls
sledding
ice skating
roller skating
birthdays
Halloween
ghosts
auditorium
other classes
rainy days
snowy days
hot days
cold days
lazy days
Sunday
Christmas gifts
Hannukah
New Year's Day
Valentine's Day
Lincoln's birthday
Canada
Mexico
other countries
comic papers
magazines
trouble
help
guessing
detectives
mystery
science experiments
vacation
summer

patrol cars
school patrol
lights
fairs
Labor Day

Christmas trees
Christmas toys

spring
night

SELECTED WORDLESS BOOKS

AVAILABLE FOR EXAMINATION AT THE
COOPERATIVE CHILDREN'S BOOK CENTER

Alexander, Martha G. BOBO'S DREAM. Dial, 1970. $4.95, $4.58 PLB, $.75 paperback.

Anno, Mitsumasa. ANNO'S ALPHABET. Crowell, 1975. $6.95, $7.70 PLB.

Anno, Mitsumasa. TOPSY-TURVIES. Weatherhill, 1970. $4.50.

Aruego, Jose. LOOK WHAT I CAN DO. Scribner, 1971. $5.95 PLB.

Carle, Eric. DO YOU WANT TO BE MY FRIEND? Crowell, 1971. $4.95.

Carle, Eric. MY VERY FIRST BOOK OF COLORS. Crowell, 1974. $1.95.

Carle, Eric. MY VERY FIRST BOOK OF NUMBERS. Crowell, 1974. $1.95.

Carle, Eric. MY VERY FIRST BOOK OF SHAPES. Crowell, 1974. $1.95.

Carle, Eric. A VERY LONG TALE: A FOLDING BOOK. Crowell, 1972. $1.95

Carle, Eric. THE VERY LONG TRAIN: A FOLDING BOOK. Crowell, 1972. $1.95.

Carroll, Ruth. THE CHIMP AND THE CLOWN. Walck, 1968. $4.95.

Carroll, Ruth. THE WITCH KITTEN. Walck, 1973. $4.95.

Charlip, Remy and Jerry Joyner. THIRTEEN. Parents, 1975. $4.95, $4.59 PLB.

Fuchs, Erich. JOURNEY TO THE MOON. Delacorte, 1970. $5.95, $5.47 PLB.

Goodall, John S. THE ADVENTURES OF PADDY PORK. Harcourt, 1968. $4.75.

Goodall, John S. THE BALLOONING ADVENTURES OF PADDY PORK. Harcourt, 1979. $4.75.

Goodall, John S. CREEPY CASTLE. Atheneum, 1975. $4.95.

Goodall, John S. JACKO. Harcourt, 1972. $4.75.

Goodall, John S. THE MIDNIGHT ADVENTURES OF KELLY, DOT, AND ESMERELDA. Atheneum, 1973. $4.95.

Goodall, John S. NAUGHTY NANCY. Atheneum, 1975. $4.75.

Goodall, John S. SHREWBETTINA'S BIRTHDAY. Harcourt, 1971. O.P.

Hoban, Tana. BIG ONES, LITTLE ONES. Greenwillow: Morrow, 1976. $5.95, $5.11 PLB.

Hoban, Tana. CIRCLES, TRIANGLES, AND SQUARES. Macmillan, 1974. $4.95.

Hoban, Tana. COUNT AND SEE. Macmillan, 1972. $5.95, $.95 paperback.

Hoban, Tana. DIG, DRILL, DUMP, FILL. Greenwillow: Morrow, 1975. $4.95, $4.59 PLB.

Hoban, Tana. LOOK AGAIN. Macmillan, 1971. $5.95.

Hoban, Tana. PUSH, PULL, EMPTY, FULL: A BOOK OF OPPOSITES. Macmillan, 1972. $4.95, $1.25 paperback.

Hoban, Tana. SHAPES AND THINGS. Macmillan, 1970. $4.95.

Hogrogian, Nonny. APPLES. Macmillan, 1972. $4.95.

Hutchins, Pat. CHANGES, CHANGES. Macmillan, 1971. $4.95, $.95 paperback.

Kent, Jack. THE EGG BOOK. Macmillan, 1975. $5.95.

Krahn, Fernando. APRIL FOOLS. Dutton, 1974. $3.95.

Krahn, Fernando. SEBASTIAN AND THE MUSHROOM. Delacorte, 1976. $3.95, $3.69 PLB.

Krahn, Fernando. WHO'S SEEN THE SCISSORS? Dutton, 1975. $5.95.

Mari, Iela. THE APPLES AND THE MOTH. Pantheon, 1970. $4.79 PLB.

Mari, Iela. THE MAGIC BALLOON. S. G. Phillips, 1969. O.P.

Mayer, Mercer. A BOY, A DOG, AND A FROG. Dial, 1967. $2.95, $2.96 PLB.

Mayer, Mercer. BUBBLE, BUBBLE. Parents, 1973. $4.95.

Mayer, Mercer. FROG GOES TO DINNER. Dial, 1974. $2.95, $.96 PLB.

Mayer, Mercer. FROG ON HIS OWN. Dial, 1973. $2.95, $2.96 PLB.

Mayer, Mercer. FROG, WHERE ARE YOU? Dial, 1969. $2.95.

Mayer, Mercer. ONE FROG TOO MANY. Dial, 1975. $3.50.

Ungerer, Tomi. SNAIL, WHERE ARE YOU? Harper, 1962. $5.79 PLB.

Ward, Lynd. THE SILVER PONY. Houghton, 1973. $7.95.

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WORDLESS PICTURE BOOKS: SUPPLEMENT

A selected list of books that
tell a story through the use
of pictures only

Anno, Mitsumasa. Anno's Journey. Collins World, 1978. PLB $6.91.

Tracing the author's journey through northern Europe, pictures record his impressions of the farms, villages and towns and of children and adults busy at their work and play., A very sophisticated wordless book, one will need to look at it again to get the full impact.

DeGroat, Diane. Alligator's Toothache. Crown, 1977. $4.95.

Alligator's sudden, painful toothache threatens to spoil the party she has planned. Monkey's clever idea tricks her into seeing the dentist and makes the party a happy occasion.

Emberley, Ed. A Birthday Wish. Little, Brown and Co., 1977. $5.95.

A mouse makes a silent birthday wish for an ice cream cone. One accidental incident leads to the next until a big scoop of ice cream appears at the mouse's birthday party.

Giovannetti. Max. Atheneum, c1954, 1977. $6.95.

This collection of cartoons features the humorous misadventures of Max, an optimistic, ingenious hamster.

Goodall, John S. Paddy Pork's Holiday. Atheneum, 1976. $4.95.

Paddy Pork sets out on a camping trip and as usual has mary exciting adventures.

Goshorn, Elizabeth. Shoestrings. Carolrhoda, 1975. $4.95.

As a little girl struggles to tie her shoes, the troublesome shoestrings come alive, and create brightly colored fantasies.

Hartelius, Margaret A. The Birthday Trombone. Doubleday, 1977. $5.95.

A monkey receives a trombone for his birthday and annoys all the animals with his loud playing. Eventually though, his trombone rescues the animals.

Hoban, Russell and Sylvie Selig. Crocodile and Pierrot. Scribners, 1977. $6.95.

Crocodile's pursuit of Pierrot and a stolen doll winds its way through the bustling activity of the city, the country, a beach and a circus. Randomly labeled individual pictures make this a challenge for the beginning reader, too.

Kent, Jack. The Egg Book. Macmillan, 1975. $5.95.

After hatching a turtle, an ostrich and an alligator, a confused hen finally hatches her own baby chick.

Krahn, Fernando. Catch That Cat. E.P. Dutton, 1978. $5.95.

A young boy's chase for his black cat leads him aboard a ship and almost leads to disaster for the cat.

Mayer, Mercer. Hiccup. Dial, 1976. $3.95, $3.69 PLB.
Mayer, Mercer. Oops. Dial, 1977. $4.50, $4.17 PLB.

Comical drawings show us how the fun begins when a hippo has that hiccups and then, in the second story, becomes very clumsy and causes one disaster after another.

Mayer, Mercer. Ah-Choo. Dial, 1976. $3.95, $3.69 PLB.

Everyone better watch out when the elephant, who has an allergy, sneezes.

Mordillo, Guillermo. Crazy Cowboy. Harlin Quist, 1972. $7.95.

Drawings in vivid colors illuminate a cowboy's travels by foot, bicycle, horse, stagecoach, train, car, plane and balloon. Stereotypical portrayal of Native Americans flaws this outlandish adventure story.

Shimin, Symeon. A Special Birthday. McGraw-Hill, 1976. $5.95, $5.72 PLB.

Accompanied by her kitten, a girl follows a maze of ribbon under beds, over tables, throughout the house to find her special birthday surprises.

Turkle, Brinton. Deep in the Forest. Dutton, 1976. $5.95.

Set in early American days, this uniquely designed book is a turnabout version of the familiar story, "Goldilocks and the Three Bears."

Winter, Paula. The Bear and the Fly. Crown, 1976. $4.95.

While attempting to swat a lone, buzzing fly, a bear turns a quiet family dinner into a series of outrageous disasters.

Updated by Pat Bryant, CCBC Staff
June, 1978

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RESOURCE LIST FOR TEACHERS

Allen, Jean, and others. Language Environment and Families (L.E.A.F.) Janesville, Wisc. (A guide written by Monroe Elementary School teachers.) 1973.

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McCracken, Robert A. Reading is Only the Tiger's Tail. San Rafael, Calif.: Lewsing Press, 1972.

Parent Education in the Kindergarten. Madison: Wisconsin Dept. of Public Instruction, Bulletin #8210, 1978.

Veatch, Jeannette. Key Words to Reading: The Language Experience Approach Begins. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

Middle School: Overview, Activities, and Bibliography

At the middle school level, the primary emphasis on the related areas of reading and writing is two-fold. The first emphasis is placed on the development of higher reading skills--critical reading, using a textbook effectively, interpreting the text increasing vocabulary, and understanding more complex sentence constructions.

The second emphasis of reading at the middle school level is on the appreciation of literature. The following quote from John Stewig's book Read to Write shows the relationship between reading and writing as it applies to appreciation of literature:

> If children know and understand good literature, there is the opportunity for them to transfer something of what they know into what they write.
>
> If children are immersed in literature and encouraged to talk about it, reflect upon it, argue about it, and raise questions about it, there is the chance they may become better writers by using literature as models on which to build.

Reading Skills: Critical Reading

Fact and Opinion

I. Prewriting Activities
   A. Discuss the terms "fact" and "opinion."
   B. Discuss where you might find examples of factual writing and opinion writing.
   C. Read several examples of newspaper editorials and compare them to newspaper articles on the same subject.
   D. Discuss purposes.
   E. Discuss the opinions of the editor and how he uses facts to support his opinions.

II. Writing
   A. Using the models given, write an editorial on some school issue:
   Ex: 1. hot lunch program
       2. grades
       3. gum chewing policy
       4. study halls
       5. after-school detentions

III. Editing
   A. Reread your editorial and answer these questions:
      1. Do you state your opinion clearly?
      2. Do you use facts to support the opinion you state?
   B. Rewrite your editorial making any changes that are needed and submit it to the school newspaper.

Reading Skills: Vocabulary Growth

I. Prewriting
   A. Explain, through showing examples from a textbook, how new vocabulary words are explained or defined.
   B. Explain the importance (time-saving) of using the context in which new words are found to unlock their meaning.
   C. As a class do some examples of definition writing for vocabulary words used in context.
   D. Introduce vocabulary terms for a chapter by duplicating a list of sentences using the words in context.

II. Writing
   A. Write definitions for the vocabulary words that are used in context. Try to use clues to the meaning given in the sentences. Do not use a dictionary!

III. Editing
   A. As a class activity, list the student definitions on the board.
   B. Discuss how students came up with their definitions.
   C. If definitions vary greatly, use a dictionary to get the students on the right track.
   D. The teacher produces a duplicated copy of original student definitions.

Note: This activity is fun to do with nonsense words substituted for real vocabulary terms just to show how context clues work.

Reading Skills: Vocabulary Growth

I. Prewriting
   A. Hand out the sports section of the newspaper to students.
   B. Read the headlines carefully.
   C. Discuss the many different ways that the ideas of winning or losing are conveyed through the headlines.
   D. List words that are used for "winning" in one column and "losing" in another. Discuss .

II. Writing
   A. Give students scores for games and have them write two original headlines for each game. One headline must reflect the winning, the other losing for each set of scores. Try to use words that aren't listed on the board.
      1. Packers 7 - Bears 6
      2. Packers 24 - Vikings 0
      3. Jets 14 - Falcons 7

III. Editing
   A. Share student headlines for the scores.
   B. What makes some better than others?
   C. How would you write the first paragraph of each story to reflect the headline?

Reading Skills: Paraphrasing

I. Prewriting
   A. Discuss paraphrasing and its importance. (An author's idea only becomes your own if you can put it in your own words and understand it.)
   B. Use some proverbs and paraphrase them in class orally.
      A rolling stone gathers no moss.
      A stitch in time saves nine.
      People who live in glass houses shouldn't throw stones.
   C. Read from a textbook a particularly long passage which contains an important idea; for example the Preamble to the United States Constitution or the fifth amendment in the Bill of Rights.

II. Writing
   A. Write in your own words the passage you have just read. Make sure you have said what the original author has intended to say.

III. Editing
   A. Compare your paraphrasing with another student's. How are they the same? different?
   B. Rewrite your assignment, making any changes or deletions.

Reading Skills: Summarizing

I. Prewriting
   A. Hand out several examples of lead paragraphs from newspaper articles.
   B. Discuss what each news lead has in common with the others and show by example that this is true.
      1. Who?
      2. What?
      3. When?
      4. Where?
      5. Why?
      6. How?
   C. Using a familiar fairy tale or nursery rhyme, write a summary in news lead form. Do one as a class activity then others as individual activities.
   D. Choose some student examples to write on the board for examination and discussion.

II. Writing
   A. Choose any event in American history and write it as a news lead.

III. Editing
   A. Critically read your news lead.
      1. Is it short?
      2. Does it include the 5 W's and H?
      3. Are facts correct?
      4. Can sentences be combined or changed to make them shorter?
      5. Rewrite news lead making any changes.
      6. Submit news lead for display on a bulletin board entitled "U.S. History through the News Lead."

Note: This activity can be done to help students summarize short stories and poems. It can be further adapted as a running news story for major sequential events in a novel.

Using the Textbook: Summarizing

I. Prewriting
   A. Examine the text chapter with the students.
      1. Point out any uses of dark print and italics.
      2. Review questions at end.
      3. Discuss unfamiliar vocabulary terms.
   B. Assign reading of chapter.

II. Writing

   Write a summary of the chapter you read.

III. Editing
   A. In a small group, read each student's summary orally.
   B. Does each summary emphasize the same ideas? If not, why did some include items and others not include them? Discuss what should and should not be included.
   C. As a small group, write one complete, well-organized summary.

Using a model to help develop appreciation for literature

I. Prewriting
   A. Read selections orally from books like "Little House in the Big Woods," "The Young Pioneers," "Tomorrow is a River" or others. Have a short discussion on pioneer life. Would you like to have lived then? How would your life be different?
   B. Invite someone from the community who is familiar with the history of the town. Talk about why people settled here and what their life was like.
   C. Read sections from other historical accounts that describe life in Wisconsin about one hundred years ago.
   D. Divide class into "family" groups with a "mother," "father," and at least two "children." Then present the following writing assignment:

> It is August 1, 1879. You and your family are moving to Poynette in a covered wagon. You have tools, seeds for next year's crop, five chickens, a pig and $25. Two oxen are pulling the wagon. Your family has purchased 40 acres of forested land with 20 acres of prairie near the Wisconsin River. You must make a home for yourself. What things will you have to do to get prepared to survive the winter. What will you do first, second, third? What problems do you expect? How can you handle them? What will be some of the benefits of living here? Students in the family groups should discuss these questions and work out some answers for themselves.

II. Writing
   A. Each person writes from his point of view what his life is like and how he will help the family make a home in Wisconsin.
   B. You might want to suggest the following forms as possibilities: letters to friends or parents back East, diary of daily life.

III. Rewriting
   A. Students evaluate each other's papers for details of life.
   B. Students make additions or corrections to papers.
   C. Teacher selects several papers to be read aloud to class.

Variations: This could be adapted by using a specific model for a diary and have students write a diary about how they imagine life to be 100 years ago.

Using a model to help develop an appreciation for literature

I. Prewriting
   A. Read aloud a story related to American folklore (Johnny Appleseed, Legends of Paul Bunyon, Ol' Paul, Mother West Wind)
   B. Read aloud some Indian myths or legends
   C. Discuss attitudes toward nature, reflected in these myths and legends.

II. Writing
   A. Have students write a myth about a famous townsperson, or a "why" myth like "Why the Beaver has a Flat Tail", or "Why the Turkey is Bald"
   B. Have students switch papers to check each other on details, ideas, punctuation and other mechanics.

III. Rewriting
   A. Have the student write their papers over making additions or corrections.
   B. Read the papers to younger classes.

Variations: Have students write a puppet show or a play to give to younger classes. Role play to the class a dialogue they have written between Smokey the Bear and Paul Bunyon discussing their attitudes toward the forest.

Literature Appreciation

Persuasion

I. Prewriting
   A. Read short story "A Man Without a Country".
   B. Discuss Phillip Nolan's loyalty and love for the U.S.A.
   C. Discuss what a letter of pardon is, to whom it is written, and the kind of language one uses.
   D. Give students date and name of President at the time (Abraham Lincoln).

II. Writing
   A. Write a letter to the President requesting that Phillip Nolan be pardoned. Make sure you give facts to prove that he deserves to be pardoned.

III. Editing
   A. Give your completed letter to another class member who will pretend to be the President.
   B. The "President" will read your letter and answer the following questions:
      1. Does the writer clearly state his reason for writing?
      2. Does the writer give enough evidence to prove that Nolan deserves a pardon?
      3. Does the writer use appropriate language for a letter to the President?
      4. Are you influenced by the feelings of the writer?
      5. Make comments to the writer on any of the questions above to make the letter more persuasive.
   C. The "President" then should return the letter with his comments to the writer for rewriting and polishing.
   D. Hand in written letter for bulletin board display.

Literature Appreciation

Foreshadowing

I. Prewriting
   A. Read "August Heat" and "The Monkey's Paw."
   B. Explain what "foreshadowing" is.
   C. Discuss how the authors of these two stories use foreshadowing, and give specific examples of foreshadowing from the stories.
   D. Give some students an opportunity to orally start a story that gives some examples of foreshadowing.

II. Writing
   A. Write a short introduction to a story that has an example of foreshadowing in it.
   B. Some suggestions might be:
      1. Losing something that is very important.
      2. Having a dangerous experience.
      3. Experiencing a terrible day.
      4. Having a fight with your best friend.

III. Editing
   A. With another person, reread introduction.
   B. Can partner easily find example of foreshadowing?
   C. Can partner see where the introduction might lead to rest of story?
   D. Can partner help you proofread for errors in spelling, punctuation, and sentence structure?
   E. Can partner help clarify thoughts?
   F. Rewrite introduction so different classmate can use it as a "story starter".

Literature Appreciation

Expository writing

I. Prewriting
   A. Discussion of this topic "Which of the 5 Senses That You Possess Would You Miss the Most and Why?" Use board to list responses.
   B. Following discussion, give a brief biographical sketch of Helen Keller.
   C. Read and discuss "Three Days to See" by Helen Keller. Emphasize these points:
      1. Her use of visual images.
      2. Her love of the world she couldn't see.
      3. Her compensation for the senses she didn't have.
      4. Her organization of the essay.

II. Writing
   A. Write an essay on this topic: What would you see if you only had three days to see?

III. Editing
   A. Proofread paper for organization
      1. How were paragraphs marked? by days? parts of days? related topics of what sould be seen?
      2. Is paragraph arrangement logical?
      3. Were transitions used from one paragraph to the next?
   B. Reread paper for visual images.
      1. Can reader "see" what was intended to be seen?
      2. Can more descriptive words, and phrases be used to paint your picture?
      3. Can some examples be used to bring life into your writing?
   C. Rewrite essay making any corrections or changes that are needed.

Literature Appreciation

Creative Writing

I. Prewriting (story starters, stoppers)
   A. Provide students with several "story starters"
   B. Read them orally, then give each student a copy for silent reading.
   C. Discuss the elements of a good short story:
      1. Setting
      2. Characters
      3. Plot
      4. Theme
      5. Mood

II. Writing
   A. Using one of the "story starters," develop a short story.

III. Editing
   A. Evaluate another person's story answering these questions on a handout.
      1. Does the writer move smoothly from the "story starter" to the rest of the story?
      2. Does the writer adequately describe the setting of the story -- if it is very important to the action of the story? How can the writer emphasize the setting?
      3. Are the characters believable and described well enough to make you see them? How can the writer make his characters better?
      4. Does the story move easily from one event to the next? Are transitional words, sentences, or paragraphs needed?
      5. Does the story have a message or theme? What is it?
      6. Proofread for errors inpunctuation, spelling, and sentence structure.
   B. The writer should recopy his story, making corrections and changes, for duplication and publication of his/her story in a class reader.

Note: This format can also be used with "story stoppers". It could also be used with suggested story titles of a unique nature to show that each child's imagination works in different ways.

Using reading and other activities to help write a science research paper (may be adapted for math, history, music, home ec., phy. ed.)

I. Prewriting
   A. Write short mini papers or lab reports regularly emphasizing one or two things (grammar, punctuation, sentence structure, content, paragraphs, other).
   B. Have students read and clip science articles from the newspaper or magazines and have some class time for reporting on these articles.
   C. Bring in science books, textbooks, samples of professional research reports, and some of last year's papers for students to "browse" or "skim" for ideas.
   D. Field trip (like Museum of Science and Industry or local college campus).
   E. Invite librarian to class to show how school library works and how students can find specific information, also other references besides encyclopedia.
   F. Give students time in class for reading and researching, plus notetaking.

II. Writing
   A. Students gather information, notes and data, organize ideas and begin to write rough draft, following models of research reports from last year or professional models.
   B. Have parents check paper for 1) what they like about paper, 2) what needs more work, 3) mechanics.
   C. Student-teacher conferences on progress, problems and suggestions.

III. Rewriting
   A. Students use suggestions from parents and teachers to revise paper and write in polished form.
   B. Students share paper with classmates by a ten minute presentation with time for questions from their classmates.

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High School:
Overview, Activities, and Bibliography

Based on the introductory thoughts presented in this guide, ideas for high school writing tasks are presented in this section.

Perhaps some general objectives should be stated to guide teachers in their quests for new and/or innovative writings that would spring from reading assignments.

Keeping in mind the reading assignment, whether it be novel, short story, article, essay, poetry, biography, autobiography, etc., teachers should:

1. Try to develop imagination through the writing assignment.
2. Try to increase logical thinking through the writing assignment.
3. Try to increase the student's ability to express himself well through the writing.
4. Try to improve sentence structure and usage through the assignment.
5. Try, by using models of professional writing, to improve the quality of student work.
6. Try to show that by writing for a specific audience, the assignments become more meaningful.
7. Try to assign writings that are manageable for the reading and ability levels of the students.
8. Try to make each assignment distinctive and original, but in addition, each evaluation by the teacher should deal with a specific criterion so as not to create a repetitive corrected copy of grammar and usage errors.
9. Try, by utilizing the 3 steps, prewriting, writing, and editing, to get students to create, write, and rewrite their assignments for a more thorough understanding of the

writing process.

The plans that follow are divided by classification (Biographies, Drama, Poetry, etc.). Attention has been given to Assignments, Evaluation and Audience. Specific lesson plans for one selection are included under each classification, and further selections are suggested. Teachers are urged to modify or change the plans and suggestions to suit their individual teaching techniques.

Reading any form of literature should provoke a response. However, students, unless prompted by ideas, models, suggestions, and audience, tend to rely on routine writing responses. It is hoped that the exercises and ideas presented here alleviate routine responses and spark unique and interesting writing ideas.

Included with the ideas are blank pages for individual assignments.

Biographies Autobiographies	Possible Assignments	Evaluation Criterion	Audience
Alone Admiral R.E. Byrd	Summarize the writing	Sentence structure or paragraphing or punctuation, capitalization	Teacher
	A descriptive paragraph on the desolation of the antarctic region	Vocabulary building (use of descriptive words)	
	A composition entitled "Alone" (incident in the writer's life)	Feelings--fears--emotions	
Possible biographical selections: The Thread That Runs So True Jesse Stuart	You've accepted a job as a forest ranger in a fire tower for 3 months. What will you take with you to pass the time away?	Serious tone of writing--logical selection of materials	
Abraham Lincoln The Prairie Years Carl Sandburg	1. Our Minister 2. Our Chief of Police 3. The School Janitor 4. My Brother's Dad 5. I Thought I'd Die		

Biographies Autobiographies	Possible Assignments	Evaluation Criterion	Audience
Suggested autobiographies: The Great Day Helen Keller My Struggle for an Education Booker T. Washington Death at Donner Lake Virginia Reed Murphy _____ Your Favorites			

Drama	Possible Assignments	Evaluation Criterion	Audience
Romeo and Juliet William Shakespeare	1. Editorial in weekly newspaper calling for end of the Montague-Capulet feud.	Logic--supportive ideas	The community
	2. Interviews with neighbors, shopkeepers, friends of the families	Quotes--dialect--slang--punctuation	Teacher
	3. Dear Abbey type letter to Friar Laurence asking for advice on teenage marriages	Sincerity of thoughts	Young adults (teenagers)
	4. Obituaries--Romeo, Juliet, Mercutio, Tybalt, Romeo's mother	Creative facts--birth date--cause of death--next of kin--burial plot--style	Newspaper
	5. Curriculum of schools in Romeo and Juliet's time. What was learned? How useful were the lessons?		

Drama	Possible Assignments	Evaluation Criterion	Audience
Suggested drama selections: The Glass Menagerie Tennessee Williams The Miracle Worker William Gibson Diary of Anne Frank Frances Goodrich and Albert Hackett _____ Your Favorites			

Novel	Possible Assignments	Evaluation Criterion	Audience
The Pearl John Steinbeck	1. Book report based on handout instructions from the teacher	Spelling errors--punctuation errors or sentence structure	Teacher
	2. Character sketch of Kino, Juana, coyotito, the priest, the doctor, etc.	Vocabulary--descriptive words	Peer group
	3. Expository paper on the setting	IMC work--reference materials--facts--statistics	Geography teacher-social studies teacher
	4. Comparison-Contrast paper of another of Steinbeck's novels (author's style)	Structure--organization of comparable ideas	
	5. Personal interview with pearl buyers	Dialogue--use of pronouns	
	6. Create new ending for the story	Creative writing	
	7. Kino is invited to the classroom to discuss his life and work	Dialect	

Novel	Possible Assignments	Evaluation Criterion	Audience
Suggested novels: Of Mice and Men John Steinbeck Red Badge of Courage Steven Crane The Good Earth Pearl Buck The Old Man and the Sea Ernest Hemingway _____ Your Favorites			

Articles Essays	Possible Assignments	Evaluation Criterion	Audience
Read selected articles and essays from teacher's recommendations	1. (essay) My First Hour in High School	Emotions and thoughts	Friend in another city (possibly letter form)
	2. (essay) I Don't Hate (Him/Her) But I Dislike (Him/Her) Very Much Because...	Reasons--order of importance	Close friend
	3. (article) Hot-air ballooning	Descriptive/new vocabulary	School newspaper
	4. (article) Week-end skiing	Facts--costs--equipment--precise figures--accuracy of information	School newspaper
	5. (article) Drugs--marijuana--heroin--pep pills, etc.	Sources--references	Teacher--school newspaper

Articles Essays	Possible Assignments	Evaluation Criterion	Audience
Suggested readings: My Financial Career Stephen Leacock Irtnog E.B. White My War with the Osprey John Steinbeck Your Favorites			

Poetry	Possible Assignments	Evaluation Criterion	Audience
Select any poem by E.E. Cummings	Punctuate the poem	Use of capitalization--punctuation--correct sentence structure	Teacher
	Write a poem imitating Cumming's style	Thought--creative thinking	Peer group for publication in school literary magazine
	Copy another poem (Browning--Shakespeare); use Cumming's style	Show how punctuation is necessary for understanding of poem	Teacher
Select any Shakespeare sonnet	Create a sonnet with strict rhyme scheme	Grade on careful rhyme endings	For publication in school literary magazine
Select poems of choice	Select a poem with alliteration Select a poem with onomatopoeia Select a poem with similes Select a poem with metaphors Select a poem with personification	Student's ability to recognize literary devices	Teacher

Poetry	Possible Assignments	Evaluation Criterion	Audience
Suggested poems: "Jabberwocky" Lewis Carroll "The Rhinoceros" Ogden Nash "I Am Raferty" Anthony Raferty			

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Summer 1979

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1200-3K0T006-79